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The program offers experienced school personnel a chance for supervised inquiry and experience in the fields of instruction, supervision, administration, and guidance, with emphasis on the special problems of urban schools. The program hopes to examine various problems of curriculum development, teaching procedure, school and staff organization, and in-service staff development. Two types of participants will be participating in the program. A group of elementary school students will attend morning classes and afternoon recreation activities. A second group, composed of adults, will plan, teach, and observe the childrens' classes in the morning and attend graduate work classes during the afternoon. The adults will be able to engage in supervised curriculum planning and teaching under clinical conditions. They will be urged to pay more attention to teaching pupils how to aquire, interpret, evaluate, and communicate knowledge. The program will allow its adult students to explore the human differences found in urban schools. Team-teaching will allow student teachers to learn problems of leadership. Besides the practicum activities for teachers, administrators and guidance counselors, afternoon seminars will be held in guidance, and in the teaching-learning process. Graduate credits will be given for completed work.				
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THE HARVARD-BOSTON SUMMER PROGRAM
IN
URBAN EDUCATION

- 1965 -

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ON EDUCATIONAL DIFFERENCES

THE HARVARD-BOSTON SUMMER PROGRAM IN URBAN EDUCATION

1965

The demand for higher quality in education cannot be met unless teachers and administrators in positions of leadership become professionals in fact as well as in aspiration. At the same time, the special problems of large urban school systems demand careful investigation by both school personnel and university faculties. As a contribution to these needs, the Harvard Graduate School of Education and the Boston Public Schools will offer a seven-week summer program in Boston, Massachusetts, beginning June 29 and running through August 13, 1965.

The Harvard-Boston Summer Program will offer experienced school personnel a chance for supervised inquiry and experience in the fields of instruction, supervision, administration, and guidance, with emphasis on the special problems of urban schools. The nature and scope of these inquiries should make the Program helpful to experienced practitioners from any size or type of school system. It should also be of benefit to university graduate students and faculty members with experience or interest in urban education.

BACKGROUND

The Harvard-Boston Summer Program is an outgrowth of the Harvard-Lexington Summer Program, which was conducted in Lexington, Massachusetts from 1961 through 1964. Participants in this program were sponsored by twenty-nine school systems throughout the United States, who are now joined by Boston as the program moves into an urban setting. The Harvard-Boston Summer Program hopes to examine various problems of curriculum development, teaching procedure, school and staff organization, and in-service staff development. The general characteristics of the Harvard-Lexington Program will be retained, with appropriate modifications and additions as required by the urban situation.

THE HARVARD-BOSTON CALENDAR, SUMMARY

Tuesday, June 29	-	9:00 A.M. to 12 Noon:	Adult student registration
Tuesday, June 29	-	1:00 P.M. on -----:	Adult classes begin; team
Weds., June 30)			preparations
Thurs., July 1)	-	(All Day -----:	Classes and team preparations
Friday, July 2)			continue
Sat., July 3)			
Monday, July 5	-	LEGAL HOLIDAY	
Tuesday, July 6	-	9:00 A.M. -----:	Pupils' classes begin
Friday, Aug. 13	-	12 Noon -----:	Pupils' classes end
Friday, Aug. 13	-	5:00 P.M. -----:	Adults' classes and activities
			end

PARTICIPANTS

Two kinds of participants will be enrolled in the Harvard-Boston Summer Program: a group of elementary school pupils, ages approximately 7 through 12, who will attend classes during the morning hours and for whom an afternoon recreational program will be provided; and the experienced teachers, administrators, counselors, and other adults who will teach the pupils during the morning and attend graduate course work classes during the afternoon.

For the pupils, the program will offer a supplementary academic and recreational experience adapted as closely as possible to their individual needs and backgrounds. For the adult students, the Program will provide an opportunity for both supervised practice and inquiry into the following kinds of topics:

- the structure of curriculum in language arts, mathematics, science, and social studies
- the "process goals" of education -- basic skills, problem-solving thinking, self-instruction, and self-evaluation with concern for mastery
- the identification and analysis of the wide range of psychological, social, cultural, and ethnic differences among individuals in urban schools, and the ways in which these factors affect learning
- possible ways in which public educational institutions can determine these differences and meet their educational implications
- the possibilities of improving education through the analysis of instruction and guidance services
- the possibilities and limitations of team teaching, non-grading, flexible grouping, and group decision-making, and the development of leadership

The Program requires each student to participate in these inquiries while actively engaged in operating a school, and while under observation, direction, and criticism by his peers and by the faculty. It is expected that the student will thus acquire a deeper understanding of his role as a professional leader.

SPECIAL FEATURES OF THE PROGRAM

a. Clinical Teaching

The Harvard-Boston Summer Program is unique among summer programs for experienced educators mainly because it includes supervised teaching under clinical conditions. It is, therefore, essentially an advanced and sophisticated form of "student teaching" in a graduate school context. The program is arranged so that each student spends some of his time in curriculum planning and preparing for teaching, some in actual teaching, and some in systematic observation, analysis, and evaluation of instruction. This "P-T-O"

cycle (planning, teaching, and observation) affords an opportunity for more intensive examination of each of these important functions than is usually possible under typical working conditions. It also offers to participants a valid model for teaching and supervision. For experienced guidance counselors and others interested in guidance, it offers an opportunity to analyze the instructional process and the relationship among teaching, administration, and guidance services.

b. Curriculum

In planning the curriculum, students will have the help and criticism of subject specialists (all experts in their respective disciplines) who will suggest materials, resources, and procedures and help in their planning, use, and evaluation. In this way, students will be able to draw on expert and experienced knowledge and counsel to the extent required to perform their instructional functions.

c. Process Goals

In the current literature of educational reform, much emphasis is placed on the "process goals" of education. Instead of the acquisition of particular content and bodies of knowledge, the schools are urged to pay more attention to teaching pupils how to acquire, interpret, evaluate, and communicate knowledge. In the belief that a rapidly changing society requires its members to adapt to novel and unpredictable situations, many educators and scholars are arguing that pupils may best be prepared for the future through process-centered instruction. This means that, beyond concern for content (terms, information, and theory) as such, there must be particular emphasis on developing basic skills, critical thinking, creative thinking, inquiry, self-instruction, self-evaluation, the development of interests, and good study habits. One of the major aims of the Harvard-Boston Summer Program is to help its students to develop ways of teaching for these process goals and to evaluate their appropriateness and success with particular types of pupils.

d. Learning and Human Differences

Educators have long been aware of a wide range of psychological, social, cultural, ethnic, and other differences among human individuals. They have also been generally aware that these factors affect learning in varying ways and to varying degrees. But educational policies and practices have not always taken these factors into account. The Harvard-Boston Summer Program will offer its students an opportunity for inquiry into the wide range of human differences found in urban and other schools, and for efforts to take account of these differences and use them to maximum advantage for each individual. For example, what differences exist in aptitude, ability, interest, motivation, and learning style? How can educators reflect these differences in the curriculum, in teaching methods, in school organization, and in other educational arrangements?

e. Team Teaching and Non-grading

Students will also have an opportunity to examine the advantages and limitations of different forms of staff organization. During the six weeks in which pupils attend, the program will begin with a more or less conventional classroom organization and will proceed during successive weeks through shared and cooperative teaching to full-scale team teaching. The goal of inquiry regarding team teaching is to provide a basis that would enable the student to improve the organization of his own school.

The teams to which pupils will be assigned will include children of at least two adjoining age levels. For example, Team A, serving the youngest pupils, will include children of ages 7 and 8, with perhaps a few six- and nine-year-olds. The ages and conventional grade-level designations of the pupils will be ignored, and every effort will be made to apply the principles of non-graded school organization through appropriate provision for each child's interests and needs.

f. Problems of Leadership

Students will examine the problems involved when teachers work together to reach agreements in team planning and operation. Each student will participate as a member of a sub-team fully responsible for the conduct of a school program and will be assigned responsibilities for leadership in his team.

PROGRAM ORGANIZATION AND OPERATION

The 1965 Harvard-Boston Summer Program will be housed in the John F. Kennedy Elementary School, 7 Bolster Street, Boston (Jamaica Plain), Massachusetts. It will enroll approximately 330 pupils aged 6 or 7 through 11 or 12 (i.e., pupils who have completed grades one through six), and up to 90 experienced teachers, supervisors, administrators, and guidance counselors. Pupils will be organized into three teams of 110 pupils each, with each team covering at least two adjacent age levels. Each pupil team will be affiliated with 27 to 30 adult students, who will themselves be organized into sub-teams of 9 or 10 each. They will thus include all of the instructional, supervisory, administrative, and guidance functions found in a regular elementary school, with additional resources to supplement their efforts. Experienced team leaders, specialists in the observation and analysis of teaching, subject specialists, and guidance counselors -- all of whom are members of the Harvard-Boston faculty -- will provide direction and supervision. There will also be audio-visual and library resources.

PRACTICUM AND SEMINAR

During the first half of the program, each student sub-team will rotate (ordinarily on a weekly basis) through the stages of planning for instruction, teaching, and observation and analysis of teaching. These stages constitute a practicum (B-C-140) for which the students will receive four units of

graduate credit. They will also enroll in afternoon seminars on the teaching and learning process (B-C-153) or on elementary school guidance (B-C-142), designed to supplement the practicum, which also give four credits. These seminars will be taught by Harvard faculty members.

Principals, supervisors, and administrators will participate with teachers in the basic cycle of planning, teaching, and observation during the first half of the program. They will then enter a more specialized program of training and seminar work more specifically geared to supervision. Guidance students will participate in the morning practicum with the teachers throughout the program, but will attend the guidance seminar during the afternoons; they may also audit the teaching and learning seminar, observe the pupils during the afternoon recreational program, and possibly work with parents.

During the last half of the Program, the teachers will continue to focus on their functions within the framework of team teaching. Under the direction of the team leaders and with the resource help of other members of the professional staff, each team will determine its own pattern of operation and schedule its members for planning, teaching, observation, and analysis of teaching. This brings the training operation closer to full-fledged team teaching, with the team members making joint decisions about the various aspects of the training cycle. During the period, there is special emphasis on the examination and development of procedures for individual instruction, seminar instruction, large-group instruction, and flexible grouping of pupils.

SAMPLE TEAM ORGANIZATION

110 pupils
of two age levels

Professional Staff

- 1 - Teaching Team Leader and Assistant
- 1 - Observation Team Leader and Assistant
- 4 - Subject Specialists and Assistants
- 1 - Guidance Counselor

Teaching Staff

Sub-Team 1

8 to 10 students

Sub-Team 2

8 to 10 students

Sub-Team 3

8 to 10 students

OUTLINE OF COURSES

B-C-140: PRACTICUM (4 units). (Required of all students)
Faculty: Senior Staff members

Following an initial week of planning, the Practicum involves students in operating a school for six weeks while inquiring into the problems of planning for instruction, teaching, observation and analysis of teaching, decision-making in a team situation, and leadership. During the first three weeks, the Practicum will be essentially the same for administrators as for teachers. During the last three weeks, the Practicum will be differentiated for teachers and administrators consistent with their respective functions in a typical team teaching school. The Practicum is the clinical laboratory in which students attempt to reconcile theory and practice.

Student Categories: B-C-140T: classroom teachers, including those with leadership responsibilities

B-C-140P: supervisors, principals, assistant principals, curriculum directors, etc.

B-C-140G: teachers, counselors, and others interested in guidance

B-C-140S: curriculum specialists in mathematics, science, social studies, and English language arts. (These students will serve apprenticeships under the faculty subject-matter specialists.)

B-C-142: SEMINAR IN GUIDANCE (4 units).
Faculty: Robert L. Belenky and associates

For teachers, guidance counselors and others interested in elementary school counseling, especially in urban schools, this seminar undertakes the planning, conduct, and evaluation of the guidance portion of the Program, working with both teachers and pupils. The seminar complements the morning practicum (B-C-140), but members will also have some involvement with the program of special children's activities in the afternoon.

B-C-153: SEMINAR IN THE TEACHING AND LEARNING PROCESS (4 units).
Faculty: Robert H. Anderson and associates

This course complements B-C-140 and provides the theory and rationale of the Program. The general areas to be covered in the course include the teaming of teachers, optimum school organization, the process goals of education, motivation for learning, analysis of instruction, special problems of urban education, decision-making by a group, and leadership. All will be considered as they relate to the improvement of teaching and learning within the structure of team teaching. Two papers are required of each student during the summer term.

Relation of Course Work to Practicum

The purpose of the B-C-153 seminar is to aid the student in conceptualizing the aims of the Program and to give him direction as he pursues inquiries leading to professional leadership. Therefore, the sequence of seminar topics will coincide, insofar as possible, with the requirements of the practicum.

GENERAL INFORMATION

Student Enrollment

Adult students in the Harvard-Boston Summer Program will be selected from the school systems of Boston, Massachusetts, and other communities throughout the United States. The program will extend from Tuesday, June 29 through Friday, August 13. A typical day will extend from 8:00 A.M. to 5:00 P.M.

Student Tuition

The tuition fee for adult students will be \$500, which does not include required books (about \$20) or living expenses. Health service (\$10.00) is optional. The tuition fee is due at the time of registration if it is being paid by the student. School systems assuming responsibility for tuition payment will be given the option of paying tuition directly to Harvard on or before June 29, or at a time previously agreed upon with the University.

Application Procedures

An application form and a recommendation form are enclosed with this bulletin. Additional forms are available from the Admissions Office, Harvard-Boston Summer Program, Longfellow Hall, 13 Appian Way, Cambridge 38, Mass.

Application for admission to this Program should be filed in the Admissions Office as early as possible, but not later than April 1, 1965. Applicants should also file one recommendation, preferably from the Superintendent of Schools.

Examination

The Miller Analogies Test (Approx. cost, \$5) is required of all applicants. The test requires fifty minutes, and it may be taken at most colleges and universities in the United States. A complete list of testing centers may be obtained in each of the Harvard-Boston co-sponsoring school systems from the office of the Superintendent of Schools or from his appointed representative. The list may also be obtained from the Admission Office at the Harvard School of Education, or directly from The Psychological Corporation, 304 East 45th St., New York 17, New York. It is suggested that the applicant contact his nearest institution, make an appointment to take the test, and arrange for the results to be sent to the Director of Admissions, Harvard-Boston Summer Program, Longfellow Hall, 13 Appian Way, Cambridge 38, Massachusetts.

Registration for Students - Pre-School Schedule

Students will register on Tuesday, June 29, from 9:00 A.M. to 12:00 Noon. The first orientation session and first lecture of B-C-153 are scheduled from 1:00 to 3:00 P.M. on June 29. The schedule for the remainder of the week will focus on planning sessions, team meetings, and B-C-153 lectures and seminars. (Although the summer school for pupils ends at Noon on Friday, August 13, students should not plan on leaving before Saturday, August 14.)

Health Services

The University Health Service at 75 Mount Auburn St. in Cambridge offers a complete health service at \$10 per person, including in-patient care. Students who do not wish to subscribe to the health service may seek emergency medical care at the Health Center and will be charged for services rendered at prevailing fees. The standard charge for a consultation with a physician is now \$5.

Housing

It is assumed that many students will apply for housing in a Harvard dormitory (Wyeth Hall) in Cambridge. Dormitory accommodations are available in limited quantity at \$90 per occupant for the 7-week session. (Meals are not included in the cost.) Dormitory room rate does include furniture, care of rooms, and a supply of linen and bedding (sheets, towels, a blanket and pillow.) Students must provide small conveniences such as ash trays, lamps, waste-baskets, curtains, etc. Ironing facilities are available. Application for accommodations should be made on the proper form (provided to accepted students).

Apartments or houses are available in the Cambridge area. Single furnished rooms rent for about \$10 per week; efficiency apartments are \$70 to \$100 per month; 1-bedroom apartments, \$90 to \$100; 2-bedroom, \$120 to \$190; 3-bedroom, \$150 to \$200. Furnished houses, usually with 2 or 3 bedrooms, rent for \$160 to \$300 per month. Sub-leases are available in limited quantity, and rather infrequently, at considerably less. The Program will do its best to help students find desirable accommodations.

Cost of meals will vary. School hours and location make it advisable for students to make their own arrangements for meals rather than apply for dormitory board in Cambridge.

Further Information

Further inquiries regarding the Harvard-Boston Summer Program should be directed to: Director, Harvard-Boston Summer Program, 305 Longfellow Hall, 13 Appian Way, Cambridge 38, Massachusetts.